

# American Youth

MAY • JUNE 1961





# American Youth

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## YOUNG AMERICAN OF THE MONTH

**I**N RECENT MONTHS, winning a \$2,000 scholarship in physical education has taken on great significance for Donna Kole, a Springfield (Massachusetts) College freshman and physical education major.

President Kennedy and citizens committees have consistently urged a greater, more active sports participation among young Americans as a means of building a healthier nation, and Donna is an outstanding example of a youthful American who has benefited from sports activity.

At Hackensack, New Jersey, High School, from which she was graduated last year, Donna excelled scholastically and athletically. She was graduated in the top four of a class of 465, with a 95 per cent average, and was a member of the honor society, student council, and several student committees. In intramural athletics, she competed in six different sports in addition to her favorites—ice skating, skiing, swimming, and tennis.

Donna won her scholarship by competing with more than 1,000 other girls from all over the nation. The selection was made by the Association for Health, Physical Education, and Recreation. Some of the requirements for winning the title are that a girl must be in the top 50 per cent of her class, demonstrate an aptitude for physical education, display strong interest in youth leadership, and be interested in a leadership and teaching career in physical education. The scholarship award is presented by a Chicago firm that manufactures girls' gym wear.

Donna wants to be a gym teacher, and as such, believes that she can perform a service to her country. "Physical development," says Donna, "is tremendously important to us as individuals—and to the country as a whole."

Her views tie in with those stated publicly by President Kennedy in regard to the importance of physical fitness. In the opinion of the President, the physical vigor of our young citizens is one of the nation's most valuable resources. If this resource is allowed to deteriorate, we shall destroy much of our ability to meet vital challenges that confront the nation. The stamina and strength on which the defense of liberty is based can come only from bodies that have been conditioned by a lifetime of participation in sports and interest in physical activity.



**W**HILE YOUNG VACATIONISTS take part in a variety of outdoor summer activities, there are a number of sports that are particularly suited to the sunny, breeze-swept sports deck of a cruise ship. Pictured on our cover are Edwin Liddle and Norma Shafer of Detroit, photographed by Bob Hughes while they were enjoying a game of quoits on the *Aquarama*, a former ocean cargo ship that now sails the Great Lakes.

### PHOTOGRAPHIC CREDITS

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### GENERAL MOTORS sends AMERICAN YOUTH to newly licensed young drivers every other month

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# Busman's Holiday

*Choosing the champion  
teen-age school bus driver  
is a two-day operation*

is driven by high school students who elsewhere would be passengers.

Not all 8,500 of the state's teen-age school bus drivers compete in the Roadeo. The two-day contest is limited to 60 regional champions — one boy and one girl from each of the state's 30 highway patrol regions. To become a regional champion, a driver must be a senior scheduled to graduate in June, and must have at least one year's experience as a school bus driver, plus an unblemished record of highway and traffic safety.

During the competition, drivers are scored not only on their skill in handling their buses, but also on courtesy, ability to maintain discipline, consistency in keeping to a schedule, awareness of responsibility, and attitude. They also must pass a 100-part written test designed to measure traffic sense and judgment, as well as knowledge of laws and safety rules.

The driving test course, modified to emphasize the peculiarities of school bus driving, is similar to one used by professional truck drivers in annual competitions. It is no Sunday-afternoon pleasure jaunt. The young drivers need the utmost in patience and skill to put a school bus through the obstacles on the course.

Contestants are not permitted to drive a practice run. They first watch a professional make one demonstration trip through the course, then they leave the scene, to return individually for a turn at the wheel. They are required to drive the course without delays; time spent over "par" (nine minutes last year) costs valuable points.

The scholarship competition is designed to stimulate interest in keeping the young drivers alert and efficient on the job (for which they receive \$25 a month salary). Eight commercial sponsors offer the prizes: \$500 scholarships to the state champion boy and girl drivers; \$200 scholarships to the runners-up, and a \$100 scholarship to each of the 60 regional champions.

Drivers of North Carolina's school bus fleet have built an excellent safety record on the highways in recent years. It's proof that the teen-age drivers practice safety and good sense every day, not just when they're trying for scholarships. It is also proof that teen-agers, given the opportunity and training, can be safe, responsible drivers — even of school buses.

DO YOU THINK you could maneuver a full-size school bus through an opening only six inches wider than the bus itself — under the pressure of competition for a college scholarship worth \$500?

This is only one of the tests that drivers face in the annual School Bus Roadeo held at Chapel Hill, North Carolina, each June. The Roadeo is a showdown to pick the best teen-age school bus drivers in North Carolina, a state where 90 per cent of the school bus fleet



Carolyn Frances Hall, one of 1,100 girls who drive North Carolina school buses, is tested as she backs out of a "side road."



*Every inch between the finish line and the bus bumper costs the driver precious points, perhaps even a scholarship.*



*Roadeo contestants have to drive buses behind, around, and through this series of obstacles in approximately nine minutes.*



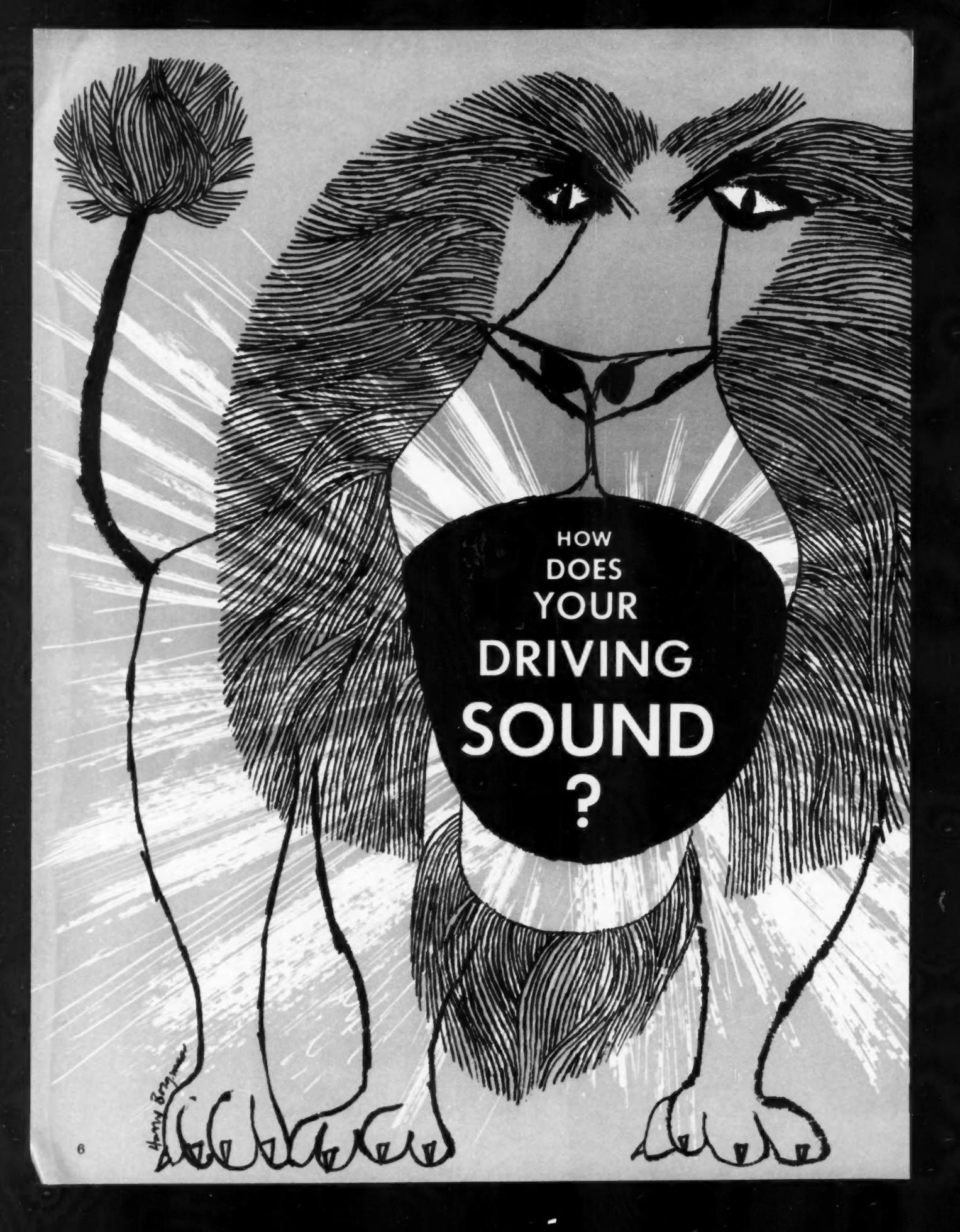
*To score perfectly in this test, the driver must put the right-side wheels of the bus through these two rows of tennis balls—without touching a ball. Rows are 24 inches apart, wheels 20 inches wide.*



*In "Offset Alley" the young drivers are required to make sharp turns in narrow passages that are marked by high wooden stakes.*



*Kay Bullington and Jimmy Strowd, winners of the 1960 School Bus Roadeo, both attended Pittsboro High School in their state.*



HOW  
DOES  
YOUR  
DRIVING  
SOUND  
?



WE CAN USUALLY SPOT an immature driver, whatever his age, by what we *see* him doing—going too fast, weaving, tail-gating, passing on a hill, or behaving in some other stupid way.

Sometimes, however, we can identify him without even looking—just by *hearing* the way he drives. A reckless or discourteous driver can be a quiet one, but usually isn't. He tends to make certain harsh, distinctive noises that reveal his dangerous presence as clearly as the rattles, growls, hisses, and buzzes of other menaces.

The favorite noise-maker of the immature driver—like that of a child or a New Year's Eve reveler—is the horn.

While the horn is a valuable safety device, it is no substitute for caution. The better the driver, the less honking. If you really want to practice defensive driving and road courtesy, try driving as if you didn't have a horn!

To the immature driver, however, the horn is quite another thing—or several other things. Instead of using it to avoid trouble, he uses it as a trouble *maker*. Trusting his horn far more than an emergency vehicle driver does his siren and red flasher, he blasts away as though the sound waves could miraculously disintegrate all obstacles in his path. For him, the horn is also a convenient and loud substitute for angry yelling at pedestrians or at the driver in the car ahead when he fails to take off like a sprinter when a traffic light turns green.

And, of course, this type of driver considers the horn far superior to the old-fashioned doorbell when calling for a friend.

He uses it not only far more often than is necessary, but also with much more gusto. He favors a sustained blast—or several of them—even when a light tap on the horn would be adequate warning.

The more extreme horn enthusiasts are not content with the standard horn equipment on

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cars, which they regard as scarcely more adequate than a bicycle bell. They must have special horns, to convey the impression that the *Super Chief* or the *Queen Mary* is approaching. And it follows naturally that the louder the horn, the more it must be blown.

Next to a loud and generously used horn, the favorite way for infantile motorists to sound off is with a noisy exhaust. To such drivers, the achievements of the automotive engineers in developing quiet engines represent no progress at all. They love the thrill of power, and to them power means noise—lots of throbbing, roaring noise that helps them daydream of being a jet pilot or race driver, or at least in control of the hottest thing on the road.

With an unmuffled exhaust, normal driving is, of course, unthinkable. The engine must be revved up at stops, not idled. Starts must resemble a successful missile launching. And even during normal cruising, no opportunity must be lost for sudden bursts of speed that produce a gratifying roar.

Excessive tire squeal is another familiar sound of the poor driver. It is, of course, an expensive as well as a hazardous way to make noise, but this does not deter the devotee of loud driving.

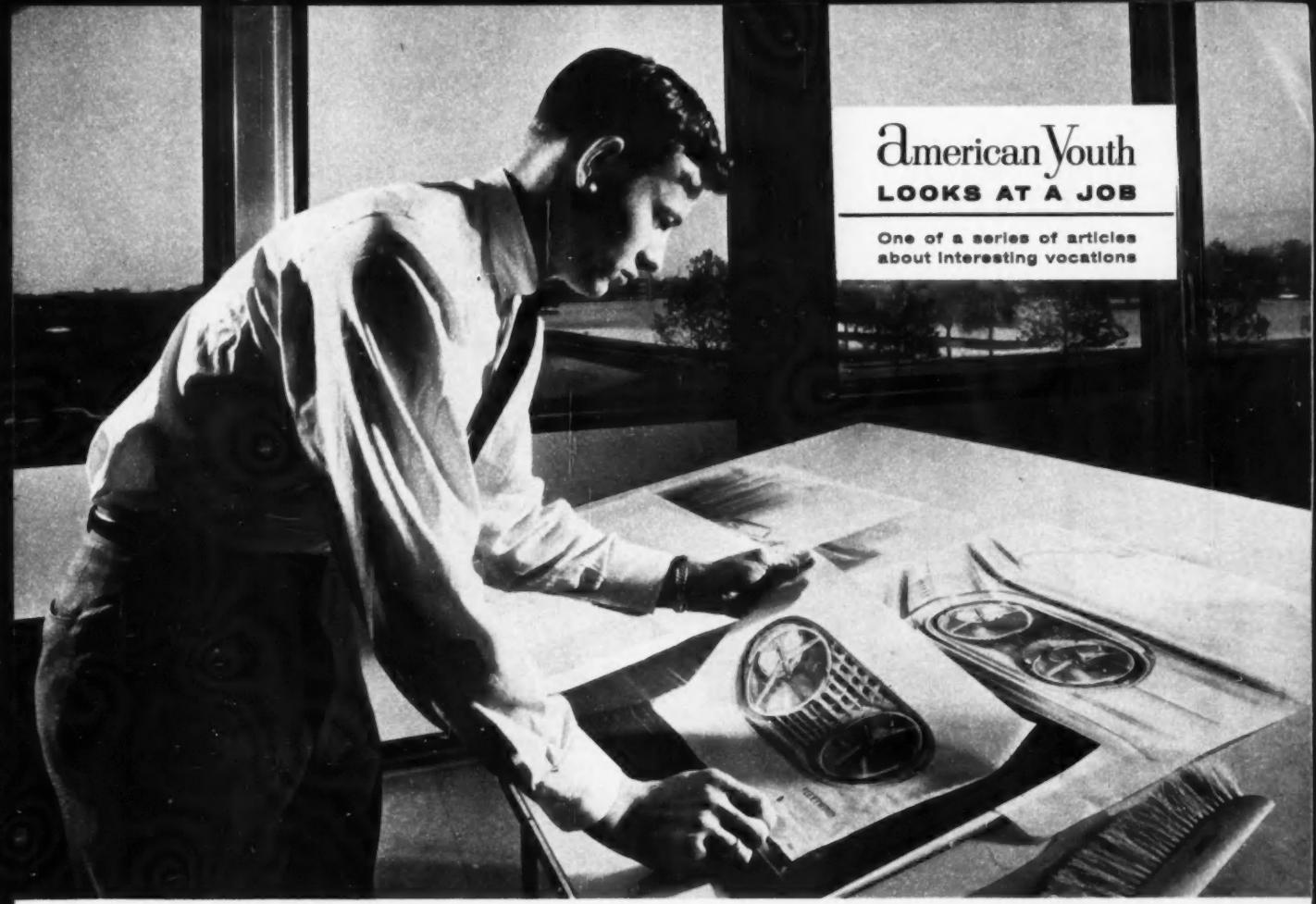
The screech of rubber against pavement is achieved by several kinds of bad driving, either deliberate or merely inept. These include jack-rabbit starts, skidding stops, and side-slip on fast turns. Drivers addicted to such antics seem to think that the noise testifies to their skill. Nobody else can figure out why.

Finally, there is the blaring auto radio, audible 10 cars away. Unlike the previously mentioned sounds, this one doesn't relate directly to the manner of driving, but it can have dangerous effects. For one thing, it's likely that anyone so enamored of music he hears that he must play it at full volume is not paying too much attention to his driving. For another, this overriding sound may drown out more important traffic noises, such as the siren of an approaching emergency vehicle. In heavy traffic it is an annoyance and distraction to nearby motorists, and it may impair their driving ability while they're exposed to the racket.

On a long drive a brief spell of loud radio music may help ward off drowsiness or so-called "highway hypnosis," but in normal city traffic this is just another of the sounds of danger.

As one way of rating your own driving ability, check how quietly you drive. The fewer unnecessary sounds you make, the sounder your driving.

Those who equate noise with ability are headed for that loudest and worst of all traffic sounds—the crash of metal against metal. ■ END



## American Youth LOOKS AT A JOB

One of a series of articles  
about interesting vocations

# Automotive Stylist

**A**N ARTIST emerges from obscurity and near-starvation when millions of people see and admire his work. However, there is one group of artists whose work has been admired by millions, yet the artists themselves remain anonymous. But they like things that way. They are automotive stylists.

In spite of the fame of their products, these artists remain relatively unknown for a simple reason. The automotive industry is highly competitive. New designs must be kept confidential. And so, few people ever see the inside of a design studio, meet stylists, or learn much about a career in automotive design. Talented young people seldom know how to go about preparing for a career in this profession.

Car-designing artists may be obscure, but they don't work in chilly garrets. At the General Motors Technical Center in Detroit, for example, they work in some of the best-equipped and most modern studios in the world. The

Center was designed by famed architect Eero Saarinen; it has a campus-like atmosphere conducive to the kind of creative thinking needed to design automobiles.

Automotive design demands two characteristics for success. One is the restless, inquiring attitude of youth, for stylists are pioneers in aesthetics, never content with what is now or what has been, living always in the future. The other is an interest in automobiles that borders on obsession. It is an interest that the would-be designer probably has had all his life and isn't about to lose.

In addition to these characteristics, the stylist must have other qualifications. He should have formal training at a recognized school of industrial design or engineering. He must have demonstrable creative talent as a designer, plus an understanding of mechanical principles. Basically, an automotive stylist is an artist with a little engineer thrown in. Such a person is Edward F. Taylor, shown above and on the next two pages at his work as a GM stylist.

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AUTOMOTIVE STYLIST—continued

*Ed Taylor looked only a little younger in this 1951 photo. He holds the car that won a \$2,000 Fisher Body Craftsman's Guild scholarship award that year.*



*Designers continually make sketches during development of a new car. Here, a design is just beginning. Ronald C. Hill, an assistant chief designer, Ed Taylor, and designer Jerry L. Brochstein are pictured (from left to right) looking at some preliminary sketches. These ideas will be evaluated many times, the best ones developed closer and closer to reality. Even at the last minute, however, more detail sketches may be needed.*

## *Model cars have played a big part in Ed Taylor's designing career*

EDWARD F. TAYLOR has had a typical stylist's career—he has designed cars almost since infancy. Even during pre-school and kindergarten days, he surprised his parents by modeling automobiles in clay.

In high school at Oklahoma City, young Taylor designed model cars for six annual Fisher Body Craftsman's Guild competitions. Five won state and regional awards; the sixth won a \$2,000 college scholarship.

Taylor studied art and architecture at Oklahoma State University for two and a half years, then transferred to the Art Center School at Los Angeles. There he added practical experience to study by working part time for an architectural design firm.

After graduation, he applied for—and obtained—a job on the Styling Staff at General Motors Technical Center. He is now part of a studio team consisting of four designers, an engineer, two technical stylists, and four to seven clay modelers. Each car division has a similar staff and its own studio.

Taylor—with the rest of his team—starts work on a new design by making dozens of small sketches. These vary widely in appearance, but conform to size specifications established by the engineers. The team combines or rejects ideas in these sketches, to arrive at a basic theme.

The technical stylists then expand this theme into full-size drawings. This is where vision meets hard fact; the full-size drawings are made around the actual shapes

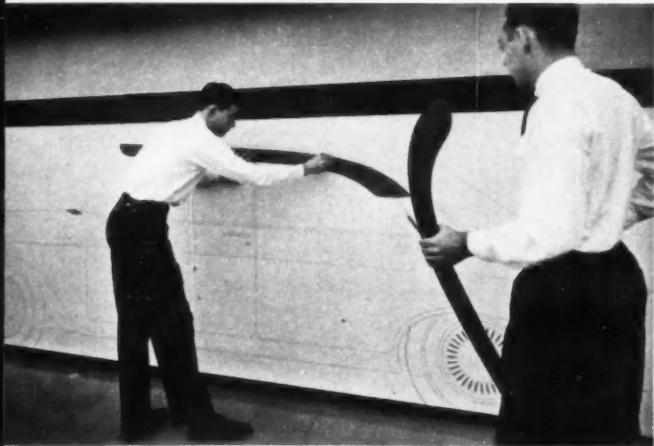
of seats, engines, driveshaft tunnels, and the rest of the mechanical requirements. But regardless of mere mechanical demands, the finished airbrush drawing looks real enough to blow its horn and drive away.

If styling experts and management agree, the design progresses to an even more realistic, three-dimensional, and full-size stage, the clay model. Taylor and the other designers frequently work with the modelers to help translate ideas and sketches into solid form for the first time. This is the proof of the pudding—will the car look like the designers' dream?

If it does, and if management decides to produce the car, the designers' work still isn't finished. There are details—emblems, trim, other body styles—that must be meticulously designed and modeled before production.

Designers can't afford the luxury of concentrating exclusively on one year's model. Each stage of design and evaluation takes time; by the time the 1962 models start down the production line, the 1963 cars will be in handmade prototype stage, while the 1964 cars may be being modeled in clay, and the 1965 and 1966 designs already present in sketch form.

Advances in research or engineering frequently demand fast, last-minute changes. Each designer works in close co-operation with other stylists and engineers to make sure the new model combines the best technology and art—and it takes both to win success in the market-place.



*Full-size drawings, first in line only and then airbrushed, blend the visionary design with mechanical demands to give an extremely realistic picture of the finished car.*



*Only the most promising design reaches the clay-model stage. This one, being shaped by Rudolf Regenold (right), will be modified, then will appear as a handmade production prototype.*

# Free Wheeling On



# Nantucket

*Youth Hostels, an idea from the Old World, pare the costs of an adventurous vacation on an island near Massachusetts' Cape Cod*



*Beautiful beaches have a magnetic attraction for the hundreds of bicyclists on sunny Nantucket Island.*

*Hostel meal is simple and hearty; tour members must do their own cooking and clean-up, and carry their own mess gear.*



*Bicycles are a common sight on main streets of Nantucket towns. Most visitors leave their cars on the mainland to save ferry charges, then rent bikes on the island.*



*Relics of Nantucket's pre-Revolution glory as the world center of the whaling industry are preserved in this museum.*





*As a Junior Achievement project,*  
**They're Learning  
Techniques of TV**



Teen-agers, like acting cameraman Ed Teski, gain the experience of producing four TV shows a year.



Waiting their turn before the camera, Jeanette Ragan, Randall Dieter, Jr., Lyn Anderson, and Nancy Rodgers watch a backstage monitor.



At the master control console, JA'ers Jay Thomas and Timothy Wayne (standing) take lessons from TV director James Terry.



*Almost the entire payroll of a Junior Achievement company appears in the finale of a TV show.*

EVER WONDER what television looks like from the other end of the camera? A group of teen-agers in Youngstown, Ohio, finds out every year — and learns something about the business world in the process.

Each fall, about 40 teen-agers (selected from some 2,000 applicants) organize Vista Productions, a mock corporation set up to produce four 30-minute television shows. This lively television experience is a Junior Achievement venture, conducted with the assistance of a commercial television station and intended to simulate a real company as nearly as possible. The station provides three adult advisers, plus time and facilities — and technical assistance when needed. The teen-agers do the rest of the work.

They meet one evening a week at the studio they rent (for \$3.50 a month) in the television station. There they first plan their program to take advantage of any talent within the group. Then they write a script, build or buy any needed scenery and props, and, with a teen-age director and floor managers, prepare their show.

The Vista Productions telecasts usually feature musical numbers, which require some Junior Achievers to become song-and-dance artists for the first time. For beginners, this means perseverance and lots of rehearsal. Fortunately, they receive considerable coaching aid from the more talented members of the group.

The show pictured on these pages — "Valentines in Vaudeville" — is typical of the Youngstown shows. It consisted of eight musical numbers, introduced by vaudeville-type showcards and interspersed with commercials.

The commercials, too, were JA-sponsored. Like the rest of the show, they were performed "live," and they became some of the most talked-about acts. Almost every member of the company appeared on camera in one commercial.

The scene was a prom, and two by two, the Achievers danced past the master of ceremonies, who described the clothes they were wearing, named their price, and mentioned where they could be found at the sponsor's store.

The clothing store was one of four sponsors to whom the JA company sold a show. The selling price was the station's usual charge for 30 minutes, plus production costs. The total amounted to about \$250.

From this income Vista Productions paid the station a fee for time and facilities, plus rent, and in addition, paid for the materials, scenery, props, and costume rentals. Then Vista established a new budget for the next production and reappointed leaders, so that everyone in the group could get a chance at a different job.

After the last of the season's four shows, Vista, like its predecessor companies, was liquidated. Stockholders, who had invested 50 cents a share, were repaid with a 10 per cent dividend. The permanent Junior Achievement headquarters in Youngstown was paid a simulated income tax, levied to demonstrate the effects of taxation on business. The teen-agers then paid themselves wages for the year from the money remaining in the treasury. (The average wage paid was about 30 cents an hour.)

From such experience, Youngstown teen-agers learn that, while there may be no business like show business, it is still a business. And although they may not become tycoons or TV stars, they at least have had a chance to participate in the show-business world — and many find the "business" part more interesting than the "show" part.

For some, the trip behind the scenes was a big let-down. They found that TV loses a lot of glamour off camera. For others, the Youngstown TV experiment may be the beginning of a great career.

**ARE YOU  
RIGHT FOR  
COLLEGE?**



*This is the first in a series of six articles about planning for college that will appear in AMERICAN YOUTH. The subjects of the articles are: 1. Whether to go to college. 2. The high school program with college as its goal. 3. How to choose a college. 4. How to get into college. 5. Financing a college education. 6. How to get along at college.*

HIGH SCHOOL YEARS are years of decision. During this time most young people begin to consider their future seriously. It is the time to make plans for higher education and a career. This means that you, the high school student, must make choices. You must select a course of study. You must think about choosing a career field. You must decide whether to go directly to work or seek more education after graduating from high school — and the decisions you make, more than any others, can affect the course of your entire life.

More than 1,800,000 young men and women are graduated from high school annually. Almost half of this number continue their education at colleges and universities. Not every student with ability goes to college, however. Nearly half of the top 10 per cent of all high school graduates do not seek higher education. Some are discouraged by rumors that there is not enough room in the nation's colleges. Some are not sure why they should want to go to college. Some believe that college is simply beyond their reach. Actually, there is enough room in the nation's more than 2,000 colleges and universities for everyone who wants to go. While conditions are crowded, colleges are expanding, and enough new facilities are being built to handle the growing number of applicants in the foreseeable future. In addition, financial aid for needy students is available in many forms. It remains for the student to take advantage of these opportunities.

Every young person should make it his business to know what college is all about, what benefits it offers, and whether he is college material. He should try to understand the reasons for going to college and how a higher

education — or the lack of it — will affect his life. He should also know what opportunities will be open to him if he does not go to college.

College, sometimes called a preparation for life, is not easy to describe, for it combines many kinds of experience. It is proms and parties, sports rallies and contests, card games and bull sessions. It is glee clubs, theater groups, publications, class elections, debating teams, and part-time jobs. It is classroom lectures, libraries, term papers, independent study, and examinations. Above all, it is the search for and discovery of knowledge. It is all this, and much more.

College is expensive. Estimates of minimum costs for tuition, room, and board range from about \$900 a year at some public colleges to more than \$2,500 a year at a few private institutions.

College is an investment that may bring material returns. Four years of college may cost from \$3,600 to \$10,000 or more, but the lifetime earnings of college graduates have been found to average at least \$100,000 more than the lifetime earnings of high school graduates. College is a door to good jobs and the professions. It provides training that is essential for young men and women who want to become, for example, doctors, lawyers, engineers, ministers, social workers, architects, or nutrition and food experts. Other rewards that college-bound students can look forward to are the abilities to think more keenly, to reason better, and to understand complex fields of knowledge. Many young people say that they are seeking a college education in order to understand themselves and the world better, to contribute to the welfare of mankind, and to experience the joy of learning. College can help them do all these things. It can also provide the youth who has not chosen his profession or field of work with the information and experience he needs to make this choice.

Obviously, a college education offers many advantages, and everyone who has the qualifications — the ability, the desire, and the financial resources (personal funds, scholar-

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ships, or loans)—should try for college. The desire to go to college must come first. Educators call it "motivation." Then, each young person must determine if he is college material.

There are a number of guides used by educators to help young people to determine their suitability for college. A prominent testing service suggests, on the basis of experience, that only students with IQ scores of 110 or higher are likely to succeed in college. However, a determined, hard-working student may make the grade in spite of a lower IQ score. One of the best indicators of a student's ability is his high school record. Another indication is in the results of achievement tests given in most schools. High school teachers and counselors will usually recommend whether a student should attend college, on the results of these tests. Many leading universities also depend on college board examinations to provide a basis for judging and comparing the abilities of students applying for admission.

As the student, and the person who is most affected by the decision to go or not to go to college, you can also judge yourself by thinking back over your school record and asking yourself a few questions. Do you enjoy studying and doing academic work? Do you plan to enter a field of work that requires college training? Is your high school record better than average? Do you like to read? Do you know how to study? Do you sincerely want a higher education? "Yes" answers to these questions are an indication that you should try college.

Lack of money should not discourage anyone who has the ability and who really wants to go to college. There are excellent public colleges in almost all sizable cities, and every state has at least one public university. These institutions offer a college education at comparatively low cost, especially if the student is able to live at home and commute to classes. Most colleges provide a number of part-time jobs for needy students. Summer jobs are another source of extra funds. In addition, grants in aid, small

loans, and a large number of scholarships are available.

Youths who dislike studying or who have poor academic records in high school should not be prodded into going to college. It is more important for them to match their goals to their talents. They may do better in a trade or craft, and they will find good opportunities there. According to a recent report

from the U.S. Department of Labor, there is a growing need for apprentices in skilled trades, particularly in the building trades, mechanical work, and equipment repair jobs. Opportunities are also increasing for skilled workers in electronics, missiles, satellites, and automation machinery. Training for these fields is available in some big-city high schools. It may also be found in special schools sponsored by industry, in on-the-job apprenticeship programs, in trade schools, and in the armed forces.

Students who want guidance in their career and college planning should go first to their high school counselors, teachers, and principals. They should also discuss their interests and ambitions with their parents. Information can also be found in school and public libraries in books and pamphlets like the ones listed at the end of this article.

Once a young person decides that he has the ability and the desire to go to college, he faces new problems. He must then plan the remainder of his high school career to prepare him for the stiff competition he will encounter in seeking admission to college. He will have to select a college that suits his needs and pocketbook. He must fill out applications, pass tests, and apply for interviews. He must plan his finances, and apply for a scholarship or a student job if he needs it. Finally, when he has been accepted by a college and enters his freshman year, he will have to adjust to a new way of life on campus. These problems will be discussed in future articles of this series. In the next article the topic will be: The high school program with college as its goal.

THE FOLLOWING REFERENCES provide valuable information for students planning college and careers: Fine's *American College Counselor and Guide*; Benjamin Fine; Prentice Hall, Inc., New York, 1958-59. *The College Handbook*; College Entrance Examination Board, Princeton, New Jersey. Lovejoy's *Vocational School Guide*; Clarence E. Lovejoy; Simon & Schuster, New York. 1955. *Directory of All-Day Trade and Industrial Education Programs*; U.S. Department of Health, Education, and Welfare, Office

of Education, Washington, D.C., 1954. *Job Guide for Young Workers*; U.S. Department of Labor, Washington, D.C., 1958-59. *Why Finish High School?*; American Personnel & Guidance Association, 1605 New Hampshire Ave., N.W., Washington 9, D.C. (price, 5c a copy). *How to Create Your Career*; American Personnel & Guidance Association (see address above) (price, 30c a copy). *How About College?*; American Personnel & Guidance Association (see address above) (price, 25c a copy).

# 18-Year-Old “Missionary” to Seoul

*Checking a list of items to pack, Penny sits on her bed in room filled with souvenirs of high school days—records, cheerleader props, and yearbooks. She left them all behind.*



EVER SINCE she was 13, Penny DeFore has dreamed of the day when she would be able to do something to help the Korean children who were orphaned during the Korean War. Last December, two weeks before her 18th birthday (on Christmas Day), her dream came true. Penny left Los Angeles and her family to go to Korea, where she is now helping to teach and care for some 275 children in an orphanage eight miles from Seoul.

If Penny's mission and her zeal to accomplish it seem unusual, perhaps it is because her interest was aroused in an unusually dramatic way. It happened when her father, actor Don DeFore, was making the movie, *Battle Hymn*, the story of Air Force Colonel Dean Hess and his efforts to help Korean orphans. Penny met 25 of the colonel's "children" who had been brought to Hollywood to appear in the film, and her heart went out to them at once. She also met Colonel Hess, who described to her the orphanage he had founded near Seoul. From that moment, her goal was to share his work.

When Penny was graduated from high school last year, her parents at last agreed to her project. She wrote immediately for an appointment as a volunteer worker at the orphanage. The DeFore family celebrated Christmas early so that they could give Penny her gifts — new shoes, a tote bag, a wool travel suit, and a warm fleece parka — before she left.

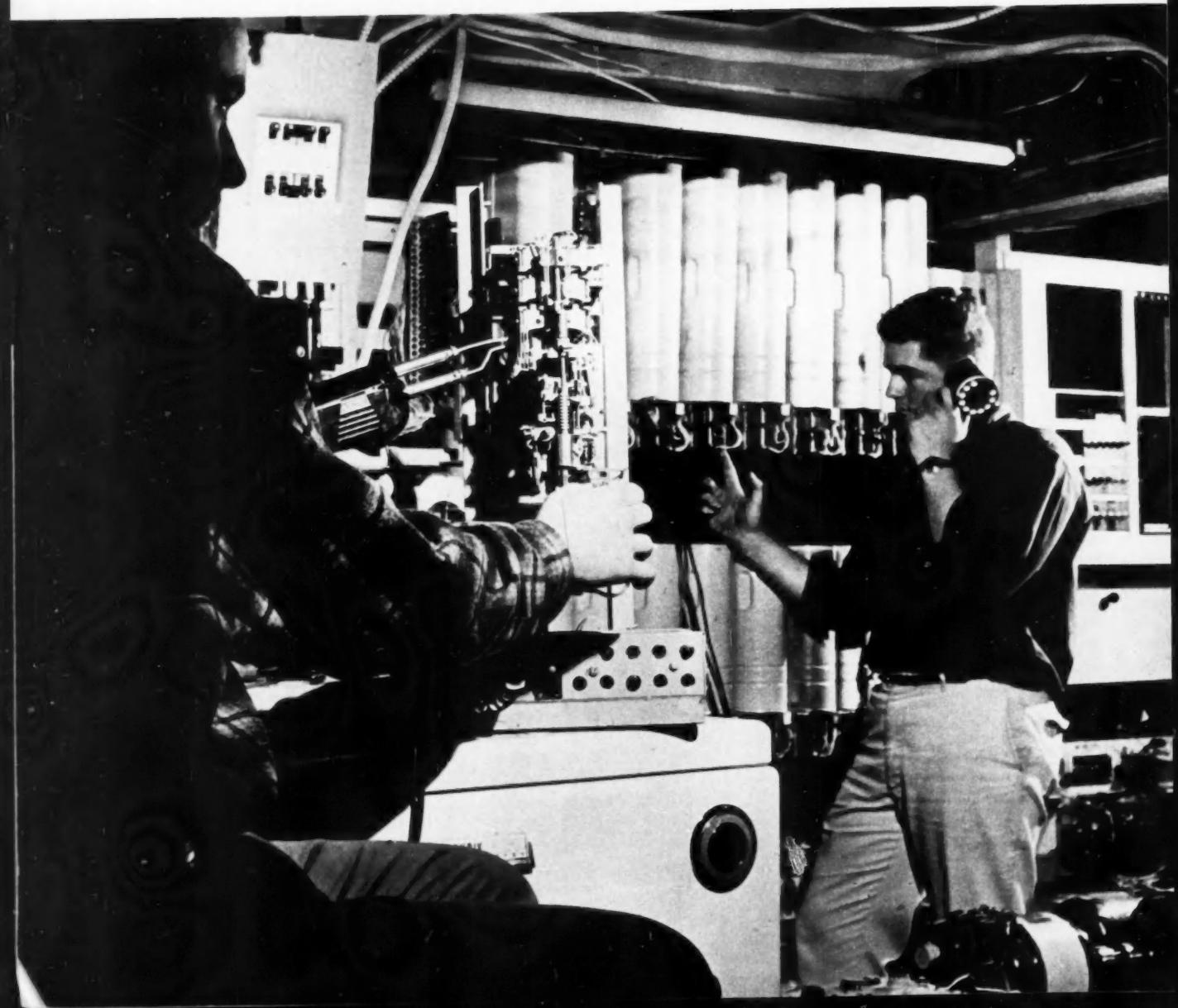
At first, life in Korea seemed grim. It was colder there than Penny expected, and the only heat in her room came from hot coals placed under the floor and a small hibachi (an open, charcoal stove) in the room. In the coldest weather the temperature was below zero, and Penny slept in her parka and under two quilts. There was no running water, and when Penny wanted to wash, she mixed boiling water from the kitchen with cold water from the well. Her first letters home indicated disillusionment.

Now that she has made friends and has begun to work with the children, however, Penny's good spirits have returned. She has learned a little Korean from another worker at the orphanage, so that she can talk to the children. She has met a few American couples serving with the armed forces and CARE, and she goes regularly to one couple's home for showers — a comfort, she says, that she no longer takes for granted.

In a recent letter home Penny wrote, "I love it here," and repeated her intention to stay a full year. In the meantime, she is planning to visit other orphanages in Korea. At the end of the year, she has promised her parents to come home and continue her education, either at UCLA or in special training courses as a missionary, the career she now wants to pursue.



They Keep "Central" In



# Their Basement

THREE BERKELEY, CALIFORNIA, TEEN-AGERS have unchallenged, unlimited telephone privileges. They ought to; they own the telephone business. It is the Western Communications Company, serving teen-agers exclusively and connected with no other telephone company.

The telephone-minded three are John Davis, Preston Thomson, and Sayre ("Butch") Houts. The central dial exchange is in John's basement and family room. Wires draped over trees and fence posts connect the exchange to the telephones of 34 other teen-agers scattered throughout the entire neighborhood.

The enterprise got started when John became interested in electronics and communications. With Preston, a school chum of like interests, he set up a small, hand-crank telephone system to serve only a few clients. The system later was converted to dial and expanded.

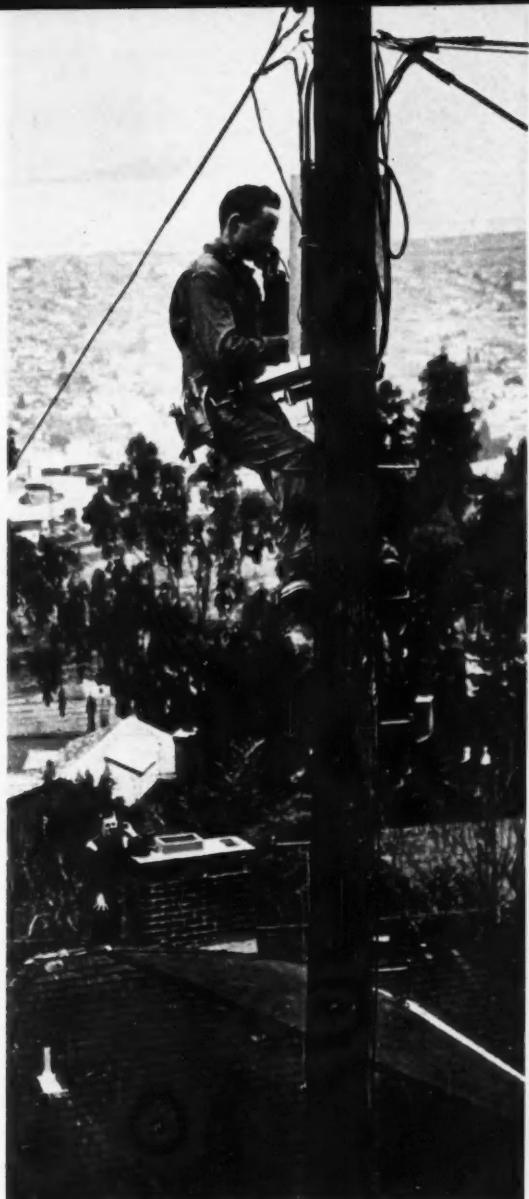
For providing installation and an unlimited number of calls (to the other telephones in the company), Western Communications collects no money. It can't—if it did, it would automatically be classified as a public utility, subject to regulation by the California Public Utilities Commission. And it would have to answer complaints from the telephone company already franchised to serve the area.

Western Communications' apparatus was made from surplus and salvaged material, some of it acquired from Alcatraz penitentiary, some of it acquired as gifts. The boys had to recondition all this gear, and they still do all their own repair work as well as installation of new telephones.

Houts and Davis also run a radio repair service, specializing in equipment used by fire and police departments, and in theater and auditorium public address systems. All three members of the teen telephone company plan to make their careers in electronics—including telephony.

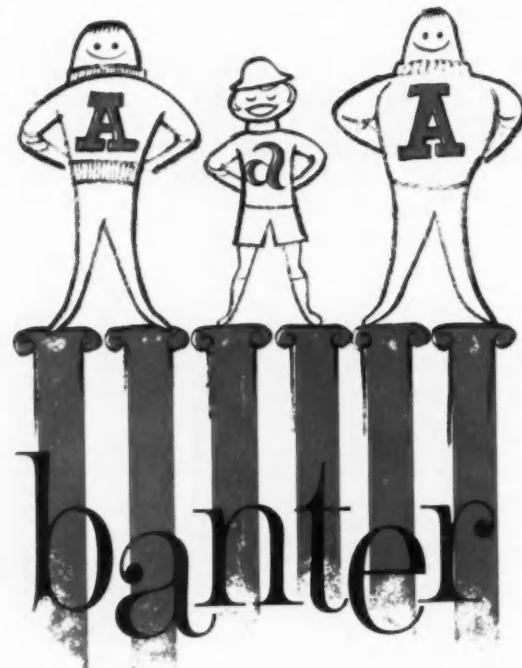
John Davis (left) and Butch Houts have become experts at mending the heart of their telephone company, the dial exchange in John's house.

Salvaging junked telephones is one of many jobs the three teen-agers do to keep the Western Communications Company running.



John Davis, the firm's founder, also must be a lineman when necessary. In this case, he's finishing up the job of running a line to his company's newest customer.





"SHE WILL BE READY—HA HA HA—IN A MOMENT."



"I WON'T TRY TO PULL THE WOOL OVER YOUR EYES BY SAYING THIS CAR WAS OWNED BY AN OLD LADY WHO NEVER DROVE OVER 35..."



"DAD SAYS YOU CAN STAY AS LATE AS YOU LIKE—  
AND HE WANTS TO KNOW IF HE CAN USE YOUR CAR!"



"THERE'S A PLACE DOWN THE BLOCK THAT GIVES YOU A REAL SANDWICH!"

# YOUNG AMERICA HAS ITS SAY



**QUESTION FOR MAY:** *Where in the United States would you most like to spend a vacation—and why?*

Sirs:

For a vacation in the United States, my desire is to spend a few weeks at Sun Valley, Idaho, someday. I've seen, heard, and read so much about it that it fascinates me. Loving winter sports the way I do, I think Sun Valley meets all the requirements in pleasure and satisfaction that a person could want.

EDWINA CARRENO, 15

St. Elizabeth's School  
Bristol, Rhode Island

Sirs:

Where would I like to go on vacation? Rocky Mountain National Park or Yellowstone National Park. These places have not been too much disturbed by man's hands or man's machines. They still have the unmarked beauty that God has left. I believe man should leave places like this alone, so that people in the future can enjoy them. No human hand can replace the beautiful work of nature—the trees, the running streams and rivers. Only God can make these, and I believe people should sit down and think about this. They might appreciate His beauty more.

SHARON POTTER, 18

Centennial High School  
Pueblo, Colorado

Sirs:

My ideal vacation spot would be New York City, or any large city, for that matter. While most people long to visit a dude ranch or go camping, I want to go to the city. Here is why: I've lived on a farm all my life. I'm not complaining, because I wouldn't live anywhere else, but I've never been in a city with a population of more than 3,000. I'd be in "seventh heaven" if I could spend a week in a huge city with someone who could really show me the sights.

ZORA GANN, 17

Doyle High School  
Foster, Oklahoma

Sirs:

The north woods of Wisconsin can provide more fun and adventure than any other vacation spot I know. The warm, breezy days and cool summer nights, the endless trails bordered on each side by miles of forest, the winding rivers, the

deep blue lakes far from civilization, and the evening campfires, along with fresh lake trout for breakfast, combine to make the most enjoyable days imaginable for anyone with a yearning for sheer pleasure.

SEAN D. O'NEIL, 16

Pleasantville High School  
Armonk, New York

Sirs:

Probably each state has interesting places in which to spend a vacation, but if I had my choice of all the states, I would choose the newest one, Hawaii. I would like to go there because I have always been thrilled by things I have read about these Islands which picture them as being both exciting and romantic. They have the qualifications of beauty and adventure, which, in my opinion, would make an unusual "vacation to remember."

ROSEANN GERARDOT, 17

Central Catholic High School  
Fort Wayne, Indiana

Sirs:

Automobiles fascinate me, especially the new ones. They seem to have many desirable qualities. I think that I would like to spend a vacation in Detroit. There I could see all the new cars, including, possibly, the Firebirds. Your article on the Firebirds in the May-June 1960 issue whetted my interest in them.

JOHN LONNQUIST, JR., 17

Pius X High School  
Lincoln, Nebraska

Sirs:

I believe I would most like to spend a vacation in one of the New England states. From what I have read and heard about those states, I wonder what they are really like. I wonder if the towns are small and all the people know each other. Is there really mile after mile of meadows with tall, green, swaying grass where you could spend a day just wandering about? I have heard that the towns are more-or-less dead in winter, but become very much alive in the summer months. Is it true? Is the summertime full of dances, outings, and parties? Is this where summer romances are born—where a boy and girl meet, spend a summer of excitement together, and when summer fades, they part, never to meet or hear from each other again? Are the New Eng-

land states really like this? I wonder. And I hope to find out someday.

SARAH CROMER, 19

Andrew Lewis High School  
Salem, Virginia

Sirs:

Washington, D.C., our nation's capital, is my choice as a vacation spot. Everyone should have the chance to spend several weeks leisurely sightseeing in this great city. The heritage of every American has roots in Washington, and this must not be forgotten by our youth. Another reason for spending a vacation in Washington is the opportunity to see Congress in session. There is something exciting and yet profound about seeing the mightiest legislative body in the world in action. Lastly, Washington's libraries and museums alone make a vacation there worthwhile, for the area offers cultural opportunities unparalleled anywhere else in the U.S., except perhaps New York.

STEPHEN SMITH, 17

Alfred I. duPont High School  
Jacksonville, Florida

Sirs:

High in the Oregon Cascades, about 150 miles from Portland, lies the perfect vacation spot. Brietenbush Lake is a small, hourglass-shaped lake surrounded by some of the most beautiful scenery in the Pacific Northwest. It is a base camp for adventurers who want to try the Mount Jefferson primitive area, as well as other rugged, exciting trails. Being rather underdeveloped, Brietenbush Lake offers the seclusion of a mountain camp, with fishing, swimming, and hiking enough to please the "woodsiest" camper!

ANN MOHLER, 19

Madison High School  
Portland, Oregon

## IF YOU MOVE

please send us both your OLD address and your NEW one. Send request for address change to AMERICAN YOUTH, Ceco Publishing Company, Department AY, 3-135 General Motors Building, Detroit 2, Michigan.

These letters represent a cross-section of the views of hundreds of teen-agers who wrote to us on the subject. We wish to thank all those who sent letters, and invite readers to write an answer to the following question: Should teen-agers expect payment for work they do around the home? We'll pay \$10 if we publish your letter. Send letters, of 100 words or less, to National School Editor, AMERICAN YOUTH Magazine, 3-135 General Motors Building, Detroit 2, Michigan. Letters must be postmarked not later than May 31, 1961.

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The cars are safer...the roads are safer...



## the rest is up to you!

This is the night, the *big* night—your Senior Prom. Chances are you never felt happier, or more excited, or more important.

But remember to temper good times with responsibility, especially when you're driving. Your date, her parents, your parents depend on you to make this night a happy memory, to deliver the girl, the car and yourself safely home.

Today's cars make safe driving easy with improvements like power brakes, power steering, tougher tires, wider windshields. Today's roads—with overpasses, underpasses, easier-to-read traffic signs, better lighting—help out, too.

But the human element—YOU—is the decisive factor. A safe driver is a mature person who respects and protects the rights of others. And a safe driver has more fun because his parents are naturally more generous with the car.

Congratulations on your graduation and best wishes for a happy and successful future.



A car is a big responsibility . . . so handle it with care!

CHEVROLET • PONTIAC • OLDSMOBILE • BUICK • CADILLAC • ALL WITH BODY BY FISHER

**GENERAL MOTORS**

ROTO IN U.S.A.

